



## Academic English for Multilingual Students Program

### ASSESSMENT REPORT ACADEMIC YEAR 2018 – 2019

#### I. LOGISTICS

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1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Doreen Ewert, [dewert@usfca.edu](mailto:dewert@usfca.edu)  
Program Director

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

None of the above.

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?

None

#### II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

Program Mission

AEM’s mission is to serve students for whom English is not the primary language primarily in developing their written and oral language proficiency and secondarily fostering dialogue that promotes awareness of expectations of the academy and a deeper understanding of the USF Mission.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state “Yes” or “No.” Please provide the

**current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.**

**Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.**

None

Program Learning Outcomes (outputs)

Students who have applied themselves rigorously in their AEM studies (at the test-score level expected of students who were not required to take any additional AEM courses) will be able to:

- A. Communicate successfully in writing for a variety of academic and personal purposes.
- B. Intelligibly communicate orally for a variety of academic and personal purposes.
- C. Understand the rationale and demonstrate means for using reliable sources of information.
- D. Demonstrate and articulate typical expectations of a liberal arts education in US universities.
- E. Articulate knowledge of the USF Mission

These goals are accomplished through a rigorous curriculum implemented by qualified instructors with the resources of the University's facilities, including libraries and computing systems.

**3. State the particular Program Learning Outcome(s) you assessed for the academic year 2018-2019.**

PLO D

Demonstrate and articulate typical expectations of a liberal arts education in US universities.

Although a learning outcome of this nature has been questioned by some at USF in the past, a review of mission statements and program learning outcomes of English for academic language programs in the US (see note below) makes it clear that helping students from diverse prior learning experiences to understand the context(s) within which they will be studying in the US is not only valued but considered by many an imperative to support academic success. In addition, higher levels of language proficiency of a non-primary language are demonstrably facilitated by using language for meaning-making purposes. As a significant contributing factor in acquiring knowledge of the USF Mission, an understanding of the purposes and characteristics of a liberal arts education is one of our specific program learning outcome.

Note: I am currently one of thirteen commissioners on the Commission of English Language Program Accreditation, a specialized accrediting organization certified by the Department of Education. Accreditation is now a Homeland Security requirement for English language

programs in the US. Through this work, I review the mission statements, learning outcomes, and much more information of every accredited language program in the US (and some international programs).

### **III. METHODOLOGY**

We investigated this by asking students in all levels of our program (Spring 2019) to respond in writing to a “sentence” prompt for 30-45 minutes in class. These texts were collected, anonymized, and rated by the four full-time faculty in the program. Each text was read twice and rated using a three-level rubric (meets, partially meets, does not meet). Taking a data-driven approach to rubric development and assessment, the faculty used this first set of texts to develop the rubric level characteristics to be used in the next round of data collection. Without discussion, we achieved a .76 interrater reliability. We discussed and resolved the rating differences by group consensus. We will be able to use the current data set to create anchors and calibration materials for the next data collection.

### **IV. RESULTS & MAJOR FINDINGS**

The results of this assessment activity indicate that AEM students are not adequately meeting this program outcome. Only 35% of the students met the outcome while 37% partially met and 28% did not meet the outcome (Table 1).

While this is disappointing, closer analysis suggests that the level of proficiency of the students and/or progression through the AEM program is having an impact on the development of an understanding of what a liberal arts education is (Figure 1).

### **V. CLOSING THE LOOP**

#### **1. How will you close the loop between the implication of these results and your curriculum?**

Over the last several semesters the full-time and adjunct faculty of AEM have been discussing the need to more systematically include texts/tasks in our courses to help new international students with limited English proficiency to develop an understanding of what it means to engage in a liberal arts education since the majority of our students do not come from countries with such a tradition of higher education. These data indicate that without specific requirements in our course sequence most of the students are beginning to develop an understanding of this concept, but it remains somewhat underdeveloped. Although there appears to be an appropriate cline of understanding development related to course enrollment, the concept is still expressed primarily in personal instrumental terms.

The data set, though, was quite small, and there were some indications that one group of students may have received specific input/activity on the topic right before the data collection. For this reason, we plan to collect data from our larger Fall 2019 cohort without providing information to instructors in advance of the event. Based on the results of this assessment (using the rubric and materials developed through this first round), we will make recommendations if needed on texts/tasks to supplement course materials for Fall 2020.

**2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?**

We were commended for our work and encouraged to carry on.

## ADDITIONAL MATERIALS

### Appendix A Emergent Evidence-based Rubric

<b>3 Meets</b> critical thinking; connection to broader world/life; learning outside your own experience; something new; perspective expanding	<b>2 Partially meets</b> view limited to self-interest, self-improvement; compared only to major	<b>1 Doesn't meet</b> recognition of concept related to required core courses across many disciplines; little sense of purpose or value
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Table 1.  
*Participants by level and rubric score*

Level	1	2	3
AEM 120	4	5	0
AEM 124	7	6	6
RHET 106/N	4	9	13
Total	15	20	19

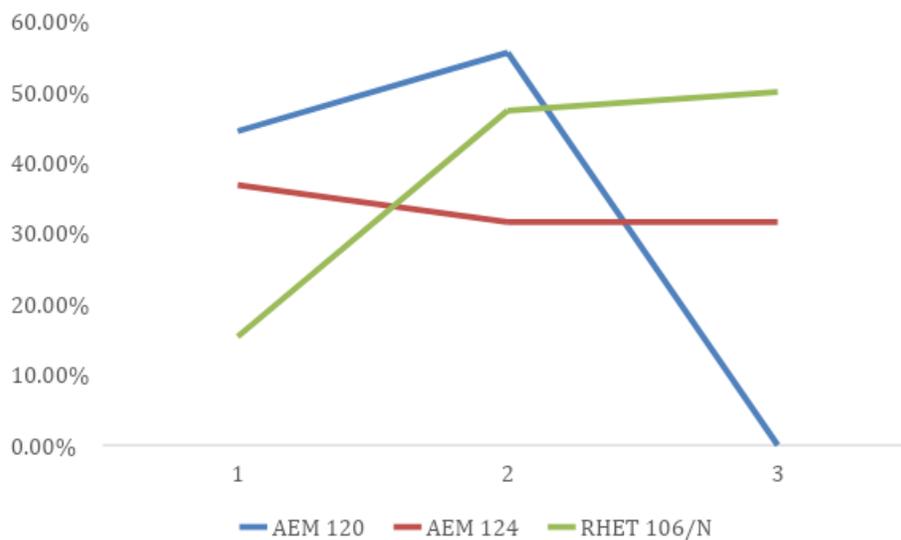


Figure 1. *Percentage of students by level and rubric score*

